

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV203

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Patricia Schratz

Official School Name: St Augustine School

School Mailing Address: 5990 Old Washington Road
Elkridge, MD 21075-5335

County: Howard State School Code Number*: N/A

Telephone: (410) 796-3040 E-mail: pschratz@staug-md.org

Fax: (410) 579-1165 Web site/URL: www.staug-md.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Barbara Edmondson Superintendent e-mail: BEdmondson@archbalt.org

District Name: Archdiocese of Baltimore District Phone: (410) 547-5393

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Paul Peyla

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV203

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV203

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	13	22	35		6	18	16	34
K	14	12	26		7	9	18	27
1	11	12	23		8	18	21	39
2	14	13	27		9	0	0	0
3	8	9	17		10	0	0	0
4	16	8	24		11	0	0	0
5	11	12	23		12	0	0	0
Total in Applying School:								275

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
9 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2010	312
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Korean

9. Percent of students eligible for free/reduced-priced meals: 7%

Total number of students who qualify: 18

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 3

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>7</u>
Paraprofessionals	<u>1</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>8</u>
Total number	<u>21</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12PV203

“Built on Christ, St. Augustine School exists to form its students into disciples of Christ, to educate the whole child for a life-long love of learning, to nurture self-confidence and belief in the dignity of all people, and to create a caring, respectful community.”

This is the mission of St. Augustine School and it is the driving force of every decision made. St. Augustine School has a very clear identity as a Catholic School where people of all faiths, ethnicities and socio-economic status are welcome. Diversity is highly valued. Although located in one of the wealthiest counties of Maryland, St. Augustine’s also draws from middle to lower middle class areas of the adjacent counties. Parents choose St. Augustine School because they are seeking a values-based education and an environment where civility and kindness are taught and individuality is encouraged. Religious instruction based on the teachings of Christ is integrated throughout the curriculum and the children’s daily experience of life at school. This instruction is supported by Character Counts! (CC!), a secular framework of universal principles of good character. CC! provides a common vocabulary and a core of expectations for everyone’s behavior. One of the indicators that St. Augustine School is a safe and accepting community is the successful assimilation of new students, particularly at the middle school level. In 2009, a neighboring Catholic school was closed due to low enrollment. Sixty-seven students were added to the student body. The successful integration of these students is one of the school’s greatest accomplishments.

St. Augustine students are taught to be people for others. Service to one another, family, and community is a consistent part of the curriculum. The Student Council, with the guidance of the parish, identifies local and global communities in need. The students raise money and participate by writing to shut-ins, entertaining residents in nursing homes, making cards for military members serving overseas, preparing lunch for a soup kitchen and serving in the parish. In addition to these Student Council service opportunities, every class is involved in at least three outreach projects yearly.

Like many schools, St. Augustine School strives to educate the whole child. St. Augustine School is unique in the way it accomplishes this goal. It creates a truly nurturing community whose members accept, develop, and value the individual gifts each brings to the community. St. Augustine School has been a community of families for 155 years sharing a common commitment to education, spiritual formation, and each other. Many of the students have parents and grandparents who are alumni, while graduates have returned to teach. New families, many from a neighboring military base, are quickly assimilated into this family school. New families are assigned veteran families to help them feel connected and welcomed. Older students are paired with younger students to work, pray and play together. This family atmosphere binds the parents, students, teachers and staff together and creates a climate where the graduates are launched as respectful, committed, successful life-long learners.

Furthermore, St. Augustine’s offers an outstanding academic experience, developing a child’s spiritual and emotional self. Academic excellence begins with deeply dedicated and highly skilled teachers, who are themselves committed to learning. New ideas and innovations enrich students’ learning experiences. Instruction begins with pre-assessment and the development of differentiated plans to maximize student learning. The teachers and students use state of the art technology enhancing instruction from pre-school through grade 8. High expectations are held for everyone. Advanced courses are offered in mathematics, science, and language arts. Since 2007, the Resource faculty has been continuously expanded to provide individual support for identified students. The teachers integrate the curriculum for students to make more connections and, therefore, learn more effectively. Spanish is taught in every grade, inculcating a deep respect for people of other languages and cultures. The students develop a broad range of talents through a strong program in the performing arts and diverse extracurricular activities. The Class of 2011 received \$52,948 in merit scholarships from local Catholic high schools.

St. Augustine's acknowledges self-confidence is built through success. Teachers plan instruction taking into account students' varied learning styles and multiple intelligences. Learning is hands-on and complemented by plentiful opportunities for students to plan, perform, direct, and create. Students act as role models teaching younger students. These experiences promote growth in effective communication and good character. Academic support and help with study skills is provided by the Resource team. The St. Augustine School community lives its mission. As a result, it is a school of excellence.

1. Assessment Results:

A. The Stanford Achievement Test (SAT10) and the Otis Lennon School Ability Test (OLSAT8) are administered to the students in grades 1-8 every spring. The SAT10 is a norm-referenced test that measures what students know in several core academic subjects, including reading, language, and mathematics. The OLSAT8 measures cognitive abilities that relate to a student's success in school. These standardized tests yield very valuable information that is used to assess individual student's growth, as well as curricular areas that need strengthening. In general, St. Augustine students score in the above average range. The faculty and administration strive to have every class achieve in the top 25% of the nation. The primary focus is always on individual student achievement rather than the group average. The school mission dictates that every child is formed and nurtured to realize his or her God-given talents and potential. Thus, St. Augustine School has very high expectations for each student. The teachers work closely with one another and with parents to support the child in meeting his or her goals. The principal uses the SAT10/OLSAT8 results to identify the overachievers and underachievers. Identification of these students is determined by comparing a student's OLSAT8 score with his or her SAT10 results. This information is promptly shared with teachers, who implement strategies to close the gap for underachievers and challenge the overachievers.

Students in grades 5 and 8 also take the ACRE test which is a national test of knowledge of the Roman Catholic religion. The results of these tests help the teachers determine strengths and weaknesses in the religion content area.

B. In reviewing the SAT10 scores for reading for the past five years, the most notable trend is one of steady progress. For example, the percentile scores of the Class of 2012 increased from the 65th percentile in third grade to the 80th in seventh grade. Other classes made gains ranging from 4 to 14 percentile points. There are a number of reasons for this increase. In 2007, the principal ran roster reports of the subtests and individual student results. Teachers were given lists of under/over achievers, as well as struggling students scoring consistently below the 5th stanine in all subject areas. Teachers developed instructional plans to address the specific needs of these students. Teachers worked in teams to improve possible curricular weaknesses. At this time, curriculum mapping was instituted. This resulted in greater attention to assessment, more emphasis on integrating reading skills across the curriculum, and increased collaboration among the teachers. In 2008, a new reading series was piloted in the first grade and then implemented in grades K-5 the following year. A reading specialist was hired who utilized Read Naturally, a computer based reading fluency and comprehension program, to address the reading weaknesses of identified students. The Resource program has expanded every year. Within the past two years, four teachers received training in the Wilson Reading System, which is an alternative reading method for students who have difficulty decoding and comprehending text. An analysis of the test results indicated a deficiency in vocabulary in the 5th grade. A new vocabulary program was instituted and the vocabulary scores have improved.

Likewise, the data derived from the SAT10 is critical to planning mathematics instruction. Mathematics teachers carefully review the test results for strengths and weaknesses and adjust instruction. In 2008, a program to address the nearly school-wide weakness in math computation was begun. This intervention resulted in an increase in percentile scores in five of six grades. In 2009, a more challenging math series was implemented in grades 3, 4, and 5. Test scores improved by 6 percentile points each in grades 3 and 4. This year the teachers are using SAT10 content cluster results to identify three specific skill areas in math that need improvement. For example, in the 6th grade changes in the curriculum are being implemented to address a weakness in data analysis and statistics, computation with whole numbers, and computation with symbolic notation. Despite curricular and instructional changes, a concerning trend is the decline seen in math scores from 5th to 6th grade. A probable cause for this trend is the annual influx

of new students in grade 6. Placement testing for new middle school students and a program of remediation during the summer may remedy this situation.

2. Using Assessment Results:

When the SAT10/OLSAT8 results arrive, the teachers examine the scores of their current class to identify strengths and weaknesses within the whole group of students. They look for areas of weakness that may indicate a need for adjustments in instruction. Teachers study the individual student's performance on each of the subtests. Students scoring in the 5th stanine or lower in mathematics, reading, or language are referred to the Resource team for extra support. The Resource and classroom teachers analyze scores further to determine specific skills the students need to master. The Resource team plans individualized instruction aiming to close gaps in student learning. Classroom teachers review the scores of students scoring in the 6th-8th stanines to identify areas for improvement. Teachers refer students scoring in the 9th stanine in reading and mathematics to the Resource team for enrichment.

Teachers study the scores of their incoming class to determine strengths and weaknesses within the group to plan instruction for the coming year. Teachers inspect the results from the grade above them to ascertain how they might improve their instruction.

The faculty analyzes the test scores of individual students and whole classes as they progress from one grade to the next looking for growth in student achievement. If a decrease in student achievement is identified, teachers investigate the students' scores further to determine possible causes and measures needed to strengthen performance.

Faculty members use the mathematics scores from the SAT10 as a factor to determine students' placement in mathematics classes in grades 5-8. Language arts teachers utilize the Lexile measures to identify novels that ensure growth in vocabulary and reading comprehension. The data are also used to differentiate instruction in the content areas.

The results of the SAT10/OLSAT8 and ACRE tests are posted on the websites of the Archdiocese of Baltimore and St. Augustine School. The principal uses the school's newsletter to share information about the results with the community and to inform parents of the faculty's use of the results to plan instruction. Parents receive individualized score sheets that report and interpret their child's scores. The principal encourages parents to review and discuss the results with their child.

In addition to standardized tests, other assessments are used by teachers and administrators. Incoming kindergarten students are given the Brigance screening to determine their readiness for kindergarten and assess skills they have already mastered. When older students are accepted into St Augustine School, they are given a test to identify strengths and weaknesses in order to determine appropriate placement.

Teachers use a variety of assessments to monitor student progress including tests; writing pieces; performance based assessments using music, art, drama, models, labs, projects; and technology based assessments such as Mathletics and PowerPoint. Through informal assessment, the teacher continuously determines how well individuals or whole classes understand a lesson. This may include working at the board or on the interactive Mimio, whole class responses using white boards, class discussion, classwork, and homework. These assessments inform teachers when to move forward, re-teach, or enrich the material.

Language arts unit assessments in grades 1-5 help determine if and in which areas a student needs remediation. The Resource teacher may administer a reading inventory to assess reading levels and find students' strengths and weaknesses. The Resource teachers may also give the WADE to students struggling in reading. This instrument assesses decoding and encoding skills to determine if students might benefit from the Wilson Reading System.

Based on students' performance on content area assessments, classroom teachers identify children in grades 3-5 who demonstrate a need for explicit study skills and test-taking strategy instruction. A Resource teacher works with these students in small groups targeting these skills.

3. Sharing Lessons Learned:

The faculty and administration embrace the mission to create life-long learners by continuing their own education. First and foremost, the principal and teachers share their expertise and successes with new teachers. St. Augustine School has recruited three new teachers through the Archdiocese of Baltimore's Operation Teach program. These young people receive mentoring at the school level, continue their education at the university, and live in community with fellow teachers. They bring enthusiasm and the latest educational theories to our school. In recent years, four additional new teachers have joined the faculty. The mentoring provided by the highly experienced and accomplished teachers has helped to make these young professionals gifted and effective teachers.

The principal and faculty members share their knowledge by serving on district level committees. The principal was a member of the curriculum mapping cohort, standardized testing committee, and the superintendent's collaborative council. St. Augustine School teachers have served on the archdiocesan curriculum committees for early childhood, religion, and mathematics. Faculty members have shared their skills at professional institutes and conventions. Topics they have presented include "Learning and the Brain with Developmentally Appropriate Practices for Early Childhood Education," "Incorporating Portals into Lessons," and "Tablets as a Classroom Tool." One of the St. Augustine School teachers was a member of the Maryland Writing Project's Invitational Summer Institute, sharing best practices and student writing with colleagues from across the state.

Teachers have also served on Middle States Accreditation teams throughout the East Coast. As members of these teams they are charged with evaluating and sharing best practices with the faculties of the schools they visit for accreditation. Finally, all teachers at St. Augustine School share their research projects with peers in both continuing education and graduate classes.

4. Engaging Families and Communities:

St. Augustine School recognizes the important role parents play in student success. The teachers understand they are partners with parents and the community in the education and formation of the students. One of the school's most successful strategies is frequent communication with parents. Teachers report student progress using a web-based grade book called Powerschool. In grades 3-8, parents can access their child's grades and monitor any missing assignments immediately. Parents also have the option to receive emails whenever a teacher enters new assignments, which keeps them current on their child's progress.

The faculty shares student progress with parents and students in several ways. Official progress reports are sent home each trimester. All students in grades K-2, and students in grades 3-8 who need improvement, receive an interim report midway through the marking period. It is school policy that teachers notify parents whenever a student is in danger of failing. Teachers hold formal conferences with parents halfway through the first trimester to ensure early intervention. During the conference the student's Lexile scores are explained and parents are given information on how they can use them to help their child. The middle school students are an integral part of the conference helping them take responsibility for their own learning. Teachers schedule other conferences as needed throughout the school year.

The principal engages parents and the wider community through frequent communication. The principal reports SAT10/OLSAT8, ACRE results and corresponding school goals to the School Board and parents. Parent education and School Board development is offered on topics relevant to student success such as

CC!, Rachel's Challenge, parenting skills, and brain based learning. St. Augustine School hosts a website and Facebook page where members of the school community, alumni, and the general public can acquire information, communicate with one another, and learn about upcoming events.

Parent and community members have ample opportunities to be involved in the school, which is a key factor in student success. Monthly family dinners, summer class picnics, student productions, seasonal events, service opportunities, and curricular celebrations all serve to build a spirit of unity and cohesiveness. Parents, grandparents, and parishioners volunteer in the cafeteria, library, and classrooms. The school also accesses community support by interacting with physicians, mental health providers, tutors, and social service agencies to help families meet the needs of their children.

1. Curriculum:

St. Augustine School has a challenging and comprehensive curriculum that is based on the national standards and the Course of Study of the Archdiocese of Baltimore. The curriculum is continually reviewed and modified to ensure students are learning content and acquiring skills for success in higher education. This past year, the language arts and mathematics curricula have been modified to include standards from the Common Core. Information from standardized tests and curriculum maps is used to review and modify curriculum. In all subjects, the emphasis is on critical thinking skills. Across curricula, teachers collaborate, providing ample opportunities to promote critical thinking skills and maximize learning. The entire curriculum reflects the values of the Catholic faith. Instructional materials reflect the universal values of good character and citizenship.

Language arts instruction is integrated and includes reading, writing, speaking, and listening. Skills in phonemic awareness, word recognition, comprehension, grammar, vocabulary development, and fluency are developed throughout the curriculum. Students become strategic readers through exposure to authentic and inspiring literature. Writing instruction includes the five step writing process and the six traits of writing. Students have ample opportunities to write narrative, descriptive, expository, and persuasive pieces as well as poetry and letters. These skills are applied across the curriculum, from creating topic sentences to strong thesis statements to conducting research reports. Revising and editing is taught with the aid of rubrics and technology, culminating in focused and successful self-assessment. By graduation, students produce a well-structured, cohesive five paragraph essay using their prior knowledge and newly acquired skills.

Mathematics is a spiraling curriculum encompassing number and operations, algebra, geometry, measurement, data analysis and probability, problem solving, reasoning and proof, communication, connections, and representation in every grade. Students in grades 7 and 8 have the opportunity to learn high school algebra and geometry.

Scientific inquiry is the basis of the science curriculum which includes the life, physical, and earth sciences. The students observe, explore, measure, and examine their environment through hands-on instruction and experiments. The school garden and science lab further exemplify kinesthetic learning. Every middle school student creates a science fair project which includes research, writing, experimental design, and presentation. St. Augustine students are consistently accepted into STEM programs in high school and often receive scholarships based on their achievement in mathematics and science.

In social studies, the students learn about their own communities and expand their understanding to encompass the geography, history, economics and governments of the world. Students evaluate interactions among individuals, groups, and institutions, including the Catholic Church. Appreciating and respecting the diversity of other cultures is a key component of the social studies curriculum. Abundant experience with research skills prepares the St. Augustine School students for success in high school.

St. Augustine School is in compliance with the program's foreign language requirements. The study of Spanish in grades PK-8 also develops an appreciation for the culture and language of other people. Vocabulary, writing, and speaking are introduced through movement, music, media, art, and drama in grades PK-5. The focus of middle school instruction is the acquisition of vocabulary and grammar skills to promote success in high school. Our graduates often place into Spanish 2 or honors. In grade 7 the Spanish curriculum includes a study of South American countries and culture which correlates with the social studies curriculum.

The core curriculum and corresponding learning standards and benchmarks are enhanced through our physical education, music, art, technology, and library programs. Incorporating the learning standards of their fields, these teachers fulfill the school mission of educating the whole child and building self-confidence, and belief in the dignity of all people.

2. Reading/English:

Reading is an essential life skill that is taught in all subject areas. The approach taken at St. Augustine School is one of integration of the language arts skills of reading, writing, and speaking. A spiraling of skill acquisition takes place using the Macmillan McGraw-Hill reading series Treasures in grades K-5. Guided by the academic standards of the Archdiocese of Baltimore, the Common Core, and the National Council for Teachers of English, St. Augustine School incorporates a brain based method in the teaching of reading.

Students are exposed to a strong phonics program which leads them to making connections between the spoken and the written word. Language arts instruction is 90 - 100 minutes each day, including opportunities to strengthen reading, writing, and oral presentation skills. From centers in early childhood classrooms to literature circles in the intermediate grades, the students have opportunities to develop comprehension skills which cover all genres from expository text to fairy tales. Teachers are guides, demonstrating concepts, providing materials and resources for practice. Reading differentiation takes place in menu based tasks after pre-assessment for understanding and skill acquisition. The lower grades demonstrate their skills in culminating performances such as the opera Hansel and Gretel, an Advent play, and original plays in grades 1 and 2.

In grades 6-8 language arts teachers utilize class novels to teach grammar, literary/character analysis, the writing process, word origins, vocabulary development, analogies, multiple meanings, synonyms and antonyms, and strengthen spelling skills which are essential to future academic success. The novels share a common theme that teaches the injustices of various forms of prejudice. Through deciphering literature, students explore, interpret, and begin to refine their own writing skills. Since language arts is taught as an integrated program, examples of the various genres are also covered in the Prentice-Hall series. This collection of short stories, poems, and selections from novels offers alternative methods to demonstrate forms of narrative, descriptive, expository, and persuasive essays. To further complement the course of study in the upper grades, students complete monthly book reviews, participate in the Scripps National Spelling Bee, submit poems for publication, and read, study and perform an abridged version of an Elizabethan drama.

Both struggling and advanced students receive additional support by working with the Resource teachers. The Wilson Reading System is used to strengthen the student's phonics acquisition. Teachers offer one-on-one tutoring or small group instruction before or after school, as needed.

3. Mathematics:

The mathematics program at St. Augustine School strives for mathematical understanding and success for all students. The standards set forth by the National Council of Teachers of Mathematics and the Common Core provide the structure for mathematics instruction. Saxon Math for grades 1-4, Envision for kindergarten and 5th grade, Pearson in Grades 6 and 7, and the classic textbooks by Dolciani for algebra and Jurgensen for geometry are texts used to accomplish this goal. Highly skilled and experienced teachers design lessons that help the students construct mathematical understanding. All students receive whole-group instruction daily. Resource teachers are available for additional small-group work for both reinforcement and enrichment. Flexible scheduling allows primary students to receive accelerated instruction. In grades 5-8, students are ability-grouped, determined by test scores and prior performance. Lower-scoring students work at grade level, while advanced students work one or more years ahead. Approximately 50% of the 7th graders currently take algebra. In the 8th grade, 40% take a proof-based

geometry course, while another 40% are in algebra, and the remaining 20% receive instruction in pre-algebra. Most of these students can expect advanced placement in high school.

Teachers use manipulatives to help students understand concepts and develop number sense. Communicating mathematical thinking is an integral part of instruction in all grades. The students move from concrete to abstract by gradually replacing manipulatives with interactive activities using Mimio technology, online lessons, pictures, charts, and other items. Instruction is enhanced with small group investigations, video clips, buddy activities, cooking, and assemblies. Technology is also integrated regularly through the use of Mathletics and participation in the online American Math Challenge. Teachers connect math to literature with books such as the Sir Cumference series. In grades 1-5, mastery of basic facts is an important goal and practiced daily.

Many middle school students meet weekly after school for math team, where they investigate topics beyond the standard curriculum and work on challenging problems. Over the past two years, St. Augustine students have been top finishers at two Catholic high school math competitions. Students also participate in the MathCounts competition and the national AMC-8. The students' enthusiasm for math continues into high school, as many graduates participate in STEM programs and Project Lead the Way engineering courses.

4. Additional Curriculum Area:

Performing Arts

As an institution that strives to nurture the whole child, St. Augustine School recognizes the critical role of the visual and performing arts in fostering multiple intelligences and developing character. Beginning in preschool, all students participate in both weekly music and art classes. The classes develop and supplement the core curricula and provide alternative forms of instruction that address students' diverse needs. These opportunities allow students to learn and demonstrate understanding according to their unique intelligences and cultural experiences.

St. Augustine School not only provides direct instruction in visual and performing arts, but it also incorporates the arts across content areas. Assemblies and field trips to local performances expose students to unique cultural experiences. The students acquire and then apply their knowledge in their own productions. The primary musical, the intermediate Hansel and Gretel opera, the middle school Shakespearean play, and the school-wide Christmas pageant comprise just a few annual events that strengthen students' understanding of music and theater and reinforce essential language arts skills. Students also learn the importance of aesthetics as they create songs, scenery, costumes, posters, and PowerPoints for presentations and activities within various classes.

Regular integration of visual and performing arts strengthens students' intrapersonal and interpersonal skills. As students participate in the arts, they recognize and foster their own talents. This builds self-confidence and appreciation for the arts and often leads students to actively enroll in related extracurricular activities. Students have the opportunity to join chorus, recorder ensemble, and band to further develop their talents. Through these programs and class activities, students learn to collaborate with school peers and adults.

St. Augustine School encourages students to use their imagination, talents and collaborative efforts providing service to school, church, and community. Students perform for seniors citizens at school and nursing homes, and at parish religious services. Furthermore, they create art for seniors and veterans, fundraisers, Rachel's Challenge, and CC!. The students' enthusiastic participation in these activities illustrates St. Augustine School's successful mission to nurture the whole child through the visual and performing arts.

Other indicators of success include recognition received by St. Augustine School children. Students have received awards for poster contests, band, and choral arts competitions. The Peabody Institute regularly accepts St. Augustine School students into its program. Additionally, several students have received high school scholarships for the arts and continue pursuing and utilizing the arts long after they have graduated.

5. Instructional Methods:

St. Augustine School creates a positive learning environment where students feel motivated and challenged to develop their unique gifts and talents. Teachers differentiate instruction through careful planning of lessons that incorporate different learning styles. Auditory, visual, kinesthetic, interpersonal, and intrapersonal activities engage students and foster their curiosity and interest in learning. Faculty members pre-assess students to determine their strengths and weaknesses and use tiered lessons, menus, flexible groupings, individual and small group projects, and time for student reflection to advance student learning.

The content area teachers and special area teachers work together to integrate music, art, physical education, technology, and library into the core curriculum. Students work on cross-curricular projects that enable them to make connections across content areas. The first graders complete Internet research and use Kidspiration in computer class to create animal reports related to their science curriculum. Trips to the Folger's Shakespeare Library, Japanese embassy, various Smithsonian museums, North Bay Outdoor Education Center, and the Chesapeake Bay Environmental Center enhance the curriculum.

The Resource program supports the classroom teachers in meeting the instructional needs of students who require reinforcement or enrichment. The Resource program has expanded with the addition of more teachers and instructional methods. Through the Wilson Reading System, small groups of students learn reading and spelling skills in a multi-sensory manner. Software programs such as Kurzweil, Read Naturally, and Explode the Code present information to students in different ways. The Student Advocacy Team collaborates with teachers to write intervention plans in order to better meet the needs of individual students. Classroom teachers also offer enrichment in various subjects by providing extension activities.

Faculty members utilize many technology resources to support instruction including iClicker pre-assessments, Google Docs, Learn360 video streaming, Kidspiration, Kids' College, and interactive websites such as the National Archives' DocsTeach. During the 8th graders' study of the Great Depression, the students created Fireside Chats by collaborating in Google Docs on their scripts and produced a realistic broadcast using Audacity on the class set of tablets. The students uploaded their broadcasts to the teacher's blog and reflected on their peers' broadcasts. Teachers use projectors in their classrooms and Mimio technology, an interactive whiteboard system, to present information in a multi-sensory, highly engaging way.

6. Professional Development:

St. Augustine School teachers are committed to life-long learning. The faculty continues to update their knowledge and hone their skills through continuing professional development classes, maintaining certification, and achieving advanced degrees. More than 90% of the teaching staff has advanced degrees. The remaining teachers are in the process of acquiring them while simultaneously working in the classroom. The principal models the importance of professional development through her own course work. She ensures that funding, time, and resources are made available to the teachers to support their professional growth. Professional development and the implementation of strategies and knowledge gained therein are reflected in the teachers' annual goals. Teachers are encouraged to share their newly acquired knowledge with one another. The "train the trainer" model has been effectively used to implement curriculum mapping, technology integration, differentiated instruction and most recently, using blogs and adopting cloud technology. The faculty and administration are members of professional associations such as the International Reading Association, the National Council of Teachers of

Mathematics, the National Council of Teachers of English, the Association for Supervision and Curriculum Development, the National Middle School Association, the National Association for the Education of Young Children and the National Catholic Education Association. They participate in local and national conferences of these associations.

Student learning and achievement have been greatly enhanced by the professional development of the St. Augustine School faculty and administration. Huge strides have been made in the area of technology integration. The students are much more engaged in the learning process through the use of interactive whiteboards, video streaming and access to the Internet. The use of wikispaces, podcasts, and Google docs encourages collaboration, creativity, and communication. St. Augustine School teachers utilize a plethora of strategies to differentiate instruction to meet the individual needs of the students. Participation in the National Middle School Association conference led St. Augustine School to adopt the Rachel's Challenge program which created a kinder, safer learning environment that has had a positive impact on student success. Curriculum mapping and improved use of standardized test data has strengthened the curriculum and led to the development of the student advocacy process, ensuring greater success for struggling students.

7. School Leadership:

Working with the pastor and school advisory board, the principal ensures that the school's mission is accomplished in accordance with policies of the Archdiocese of Baltimore. As the spiritual leader of the school, the principal embodies the concept of servant leadership, collaborating closely with the teachers and parents. As instructional leader, the principal meets biweekly with faculty representatives from the primary, intermediate and middle school teams, who meet with their teams prior to faculty meetings. These team leaders also assist the administration with specific roles that address student achievement: student advocacy, school improvement, and student well-being.

The mission focus is the formation and education of the students. Accomplished through the expertise and dedication of the teachers, the principal understands that acquiring and retaining the best teachers is the key to a school of excellence. She ensures that good relationships exist among the faculty through her availability to listen; this develops teachers who are empowered and confident. Teachers are involved in the interviewing process when positions are available. The principal assists teachers with setting goals annually to improve their performance and provides valuable feedback through formal observation.

The principal of St. Augustine School strongly believes that teachers need the best resources at their disposal to accomplish the task of educating the whole child to his or her highest potential. Professional development, technology, curricular materials, and technology support are made readily available. When a student suddenly lost most of his vision, the school provided him with special equipment and professional development for the teachers to best meet his needs. The principal, keenly aware of the value of a teacher's time, volunteers to cover classes and provides substitutes when teachers need time to work on special projects like curriculum mapping.

Daily, the principal welcomes the students by name and bids them and their families farewell on the car line. She reviews student work, progress reports, and standardized test scores. The principal gets to know the students by being in the classroom, on the playground, reading to them, teaching in the cross-curricular activity days, and leading prayer each day. Parents are invited to an informal listening session once per trimester; there are open phone and visiting hours weekly.

Under her leadership, CC!, Rachel's Challenge, the expansion of the Resource program, the Student Advocacy Team, enrichment classes in math and language, and extracurricular clubs and activities have been implemented to support student confidence and success.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV203

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>
K	1st	2nd	3rd	4th	5th
<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4663

5. What is the average financial aid per student? \$420

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
6%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 17%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Stanford Achievement Test
10

Edition/Publication Year: Primary
3A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	652	643	643	636	626
Number of students tested	21	24	26	23	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Stanford Achievement Test
10

Edition/Publication Year: Primary
3A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	648	655	641	643	636
Number of students tested	21	24	26	23	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Stanford Achievement Test
10

Edition/Publication Year: Intermediate
1A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	666	663	654	645	665
Number of students tested	23	26	21	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	8	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Stanford Achievement Test
10

Edition/Publication Year: Intermediate
1A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	670	660	667	652	670
Number of students tested	23	26	21	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	8	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Stanford Achievement Test
10

Edition/Publication Year: Intermediate
2A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	681	684	675	691	683
Number of students tested	27	18	28	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Stanford Achievement Test
10

Edition/Publication Year: Intermediate
2A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	680	681	666	692	665
Number of students tested	27	18	28	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Stanford Achievement Test
10

Edition/Publication Year: Intermediate
3A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	684	679	704	674	679
Number of students tested	29	26	27	25	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	7	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Stanford Achievement Test
10

Edition/Publication Year: Intermediate
3A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	695	689	709	686	686
Number of students tested	29	26	27	25	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	7	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans. In April 2007, one 6th grader was ill for the reading portion of the test, as well as the makeup, but was present for the math portion. This explains the discrepancy in the number of students taking the 6th grade reading and math tests in April 2007.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Stanford Achievement Test
10

Edition/Publication Year: Advanced
1A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	700	712	698	692	699
Number of students tested	39	27	24	30	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	0	1
Percent of students alternatively assessed	3	0	8	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Stanford Achievement Test
10

Edition/Publication Year: Advanced
1A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	704	714	698	695	708
Number of students tested	39	27	24	30	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	0	1
Percent of students alternatively assessed	2	0	8	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Stanford Achievement Test
10

Edition/Publication Year: Advanced
2A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	723	711	704	703	715
Number of students tested	43	23	25	30	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	0	0
Percent of students alternatively assessed	2	0	7	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Stanford Achievement Test
10

Edition/Publication Year: Advanced
2A/2003

Publisher: Pearson
Education

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Average Score	714	706	708	712	708
Number of students tested	43	23	25	30	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	0	0
Percent of students alternatively assessed	2	0	7	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Students with IEPs receive extended time and other accommodations indicated by their IEP/Service Plans.					

12PV203